

ESES Learning and Support Teacher CONFERENCE 3

Developing personalised learning plans for
students with an Autism Spectrum Disorder

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March 2013

DVD Presentation

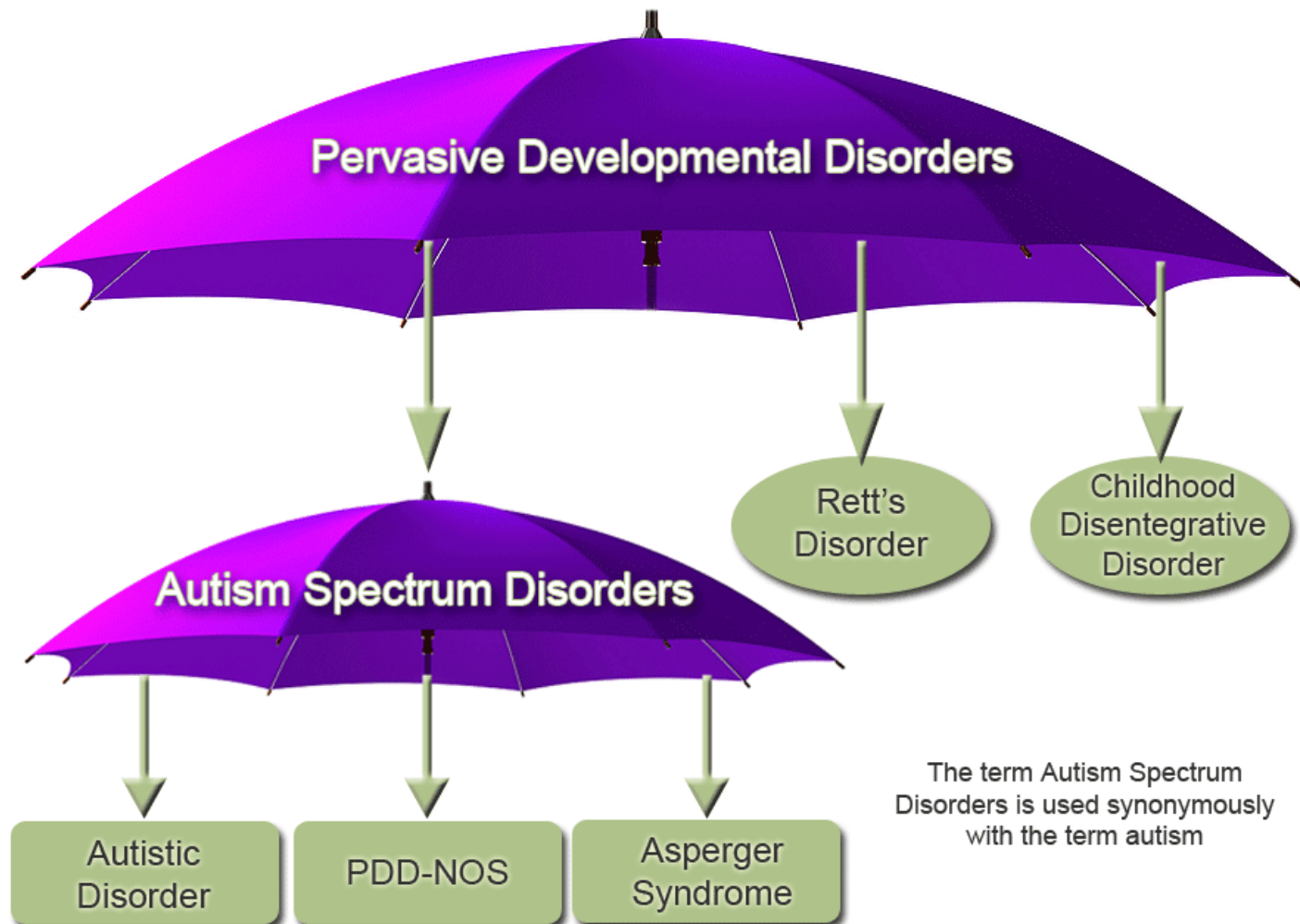
- *Autism: The School Years, Part 1*

Disability Services Commission, WA, 1999



Disability Discrimination Act

- ❖ The DDA makes it unlawful for an education authority to discriminate against someone because of their disability
- ❖ The definition of disability is broad and covers a disability that a student has now, may have in the future or is believed to have
- ❖ Students with a disability have the right to an education **on the same basis as** students without a disability
- ❖ Discrimination may be direct or indirect
- ❖ It is the responsibility of every teacher to make **reasonable adjustments** for individual students with a disability
- ❖ We are obligated to make adjustments to enable students to access and participate in learning on the same basis as their peers without a disability



The term Autism Spectrum Disorders is used synonymously with the term autism

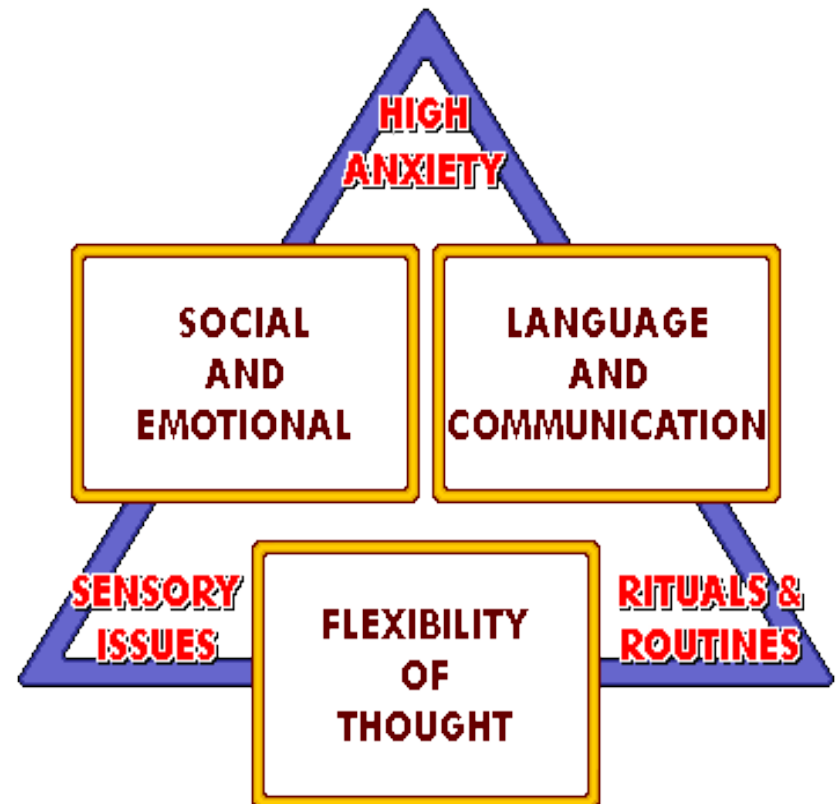
Autism Spectrum Disorder

- Currently ASD may be referred in literature as:
 - Autism
 - Asperger's Syndrome / Disorder
 - A-Typical Autism
 - Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)
 - High-functioning Autism
 - Classic Autism
 - Kanner's Autism
- Currently DEC Disability Confirmation Sheet will indicate A1 A2 or A3 to reflect different conditions
- New DSM-5 will be released May 2013
- Common co-morbid conditions include:
 - epilepsy
 - learning disability
 - intellectual delay
 - anxiety disorders
 - ADHD-type behaviours
 - sensory processing disorder
 - Obsessive Compulsive Disorder
- Strategies and adjustments to cater for these conditions would also need to be incorporated into school and classroom management and support plans

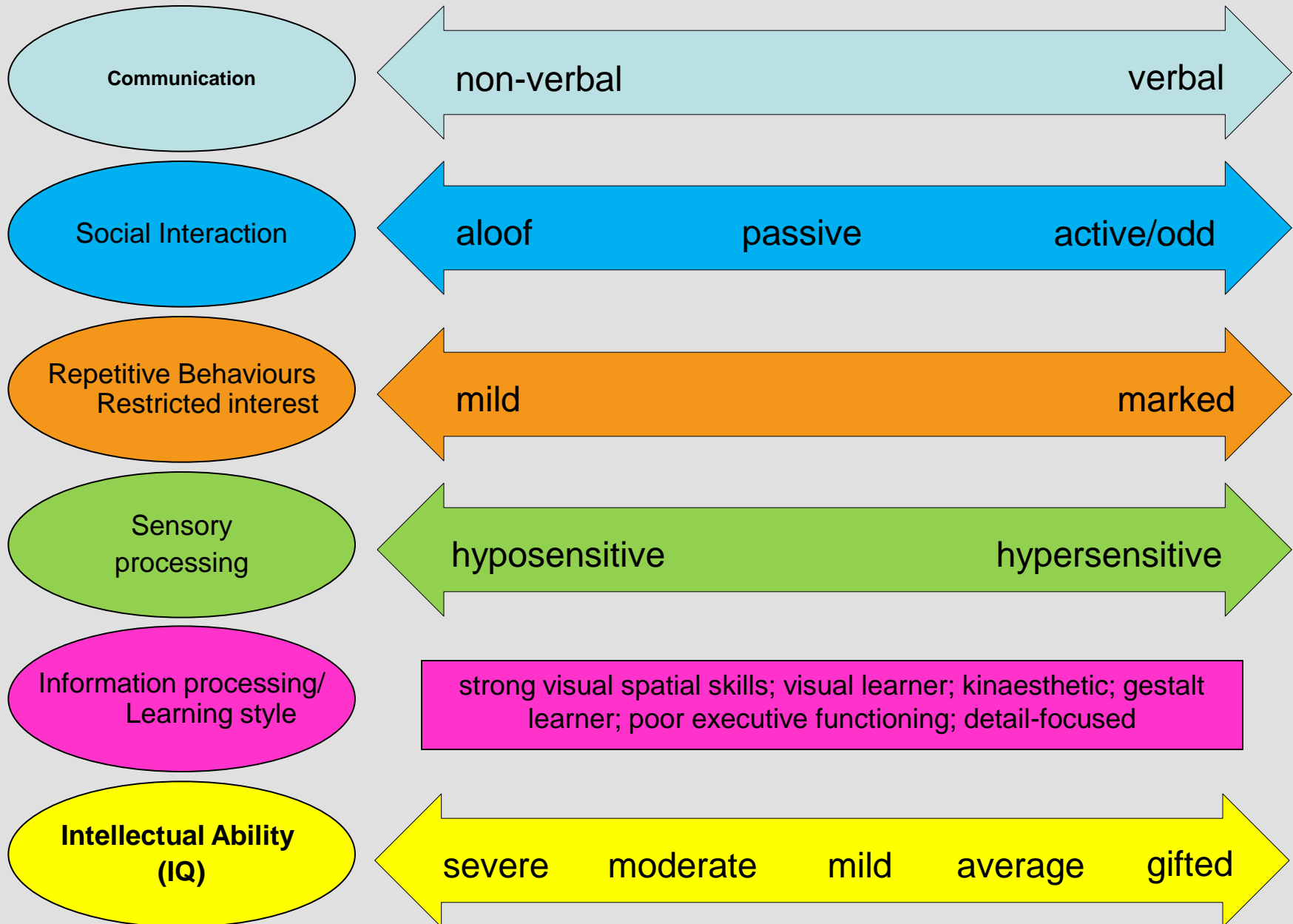
Autism Spectrum Disorder

KEY ISSUES WHICH MAY IMPACT ON STUDENTS IN YOUR SCHOOL

- Communication Impairment
- Social Impairment
- Repetitive / Restrictive Behaviours
- Sensory issues
- Information Processing
- Anxiety



The Diversity of Autism



Whole school proactive planning framework

It is crucial that schools develop a whole school, proactive planning framework to ensure that the child and family are supported through the development of the individual planning process. The whole school must own this plan.

‘In an education setting all teachers responsible for the provision of services should be aware of each individual’s educational goals and programs and should work together to ensure goals are achieved’

Dodd (2005)

How can schools achieve this?



DVD Presentation

- ▶ *Learner Profiles: Use of a learner profile (Module 3)*

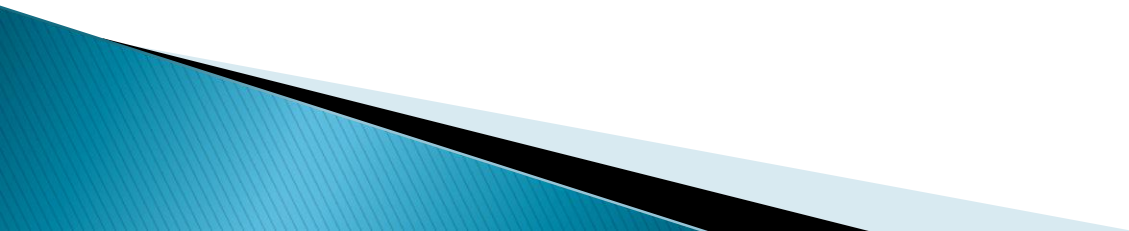
Positive Partnerships (VO7)



POSITIVE PARTNERSHIPS WEBSITE

www.positivepartnerships.com.au

Learner Profiles 1, 2, 3 & 4



A Learner Profile includes:

1. history and background information
2. diagnostic/assessment summary
3. summary of interests, strengths and learning styles
4. current level of development
5. Includes details from parents, doctors, therapists and previous teachers about effective strategies and interventions.
6. prioritised learning needs

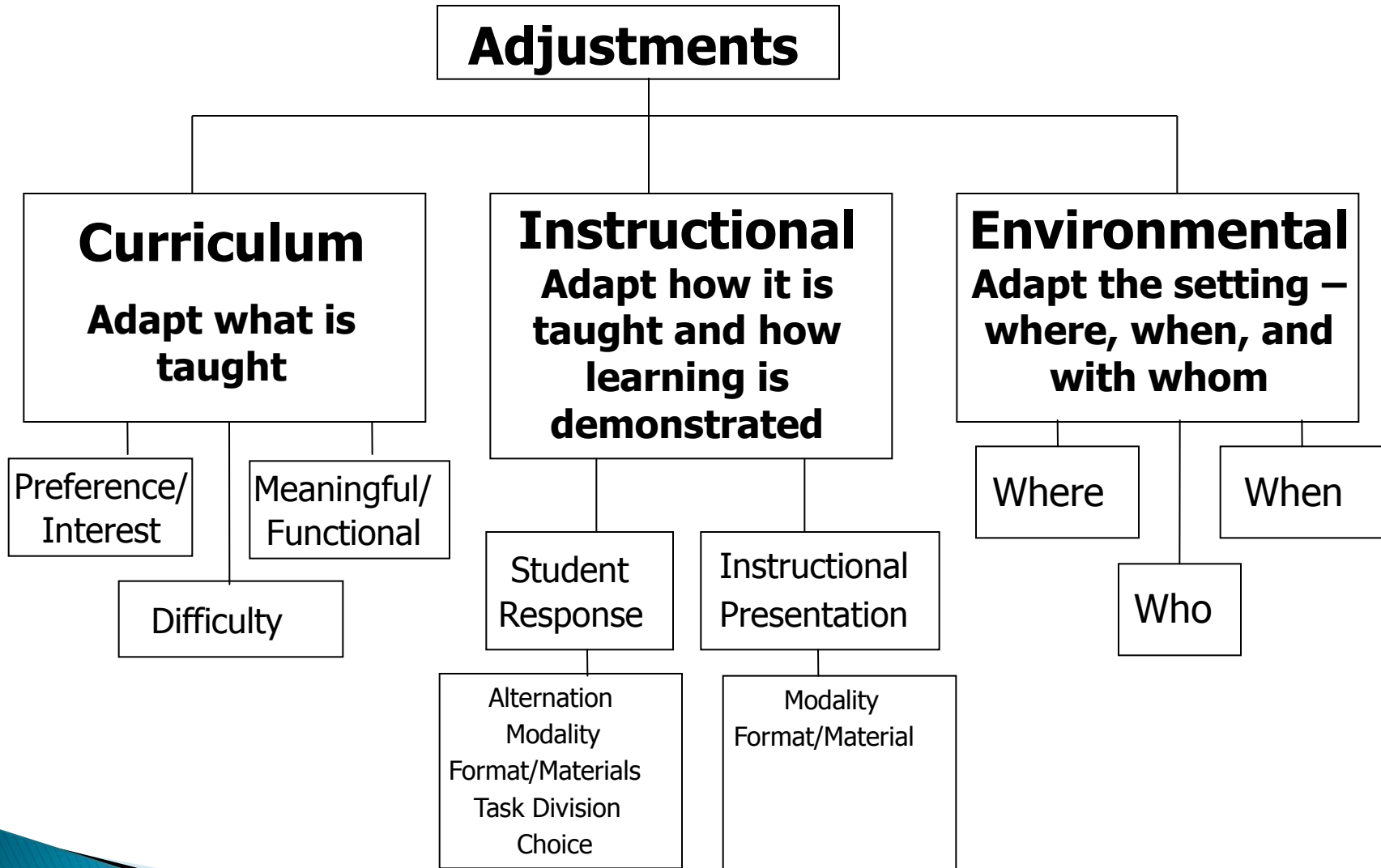
LEARNER PROFILES

- include learner strengths and challenges
- can be succinct or extensive based on the needs of the student
- should be accessible to all staff
- are manageable in terms of use and compilation
- are organic documents that transition with the student
- are confidential

Key questions

- Who is the student? (profile)
- What does this student need to learn?
- What are his/her learning priorities? (school/family)
- Are any adjustments/changes required in order for this student to meaningfully engage and participate in learning?
- What are the whole-of-school adjustments/changes required?
- What are the classroom adjustments/changes required?

Three types of adjustments



DVD Presentation

- *Planning Matrix: Parent – Teacher explanation (Module 2?)*

Positive Partnerships (VO8)



Adjustment matrix for the individual learner

	Communication	Social interaction	Repetitive Behaviours Restricted Interests	Sensory Processing	Information processing/Learning style
Characteristics					
Impact					
Strategies					

The Planning Matrix – Characteristics

	Communication	Social Interaction	Rigid & Repetitive Behaviours	Sensory Processing	Learning Style
Characteristics	<i>Speaks in 'adult-like' sentences</i>	<i>Can't join in with peers</i>	<i>Strong interests in boats</i>	<i>Puts hands over ears and screams during assembly</i>	<i>Difficulty starting written tasks</i>
Impacts					

The Planning Matrix – Impacts

	Communication	Social Interaction	Rigid & Repetitive Behaviours	Sensory Processing	Learning Style
Characteristics	<p><i>Speaks in 'adult-like' sentences</i></p> <p><i>Limited understanding of the language of others</i></p>	<p><i>Limited understanding of social rules</i></p> <p><i>Doesn't know how to join in with peers</i></p>	<p><i>Needs routine</i></p> <p><i>Strong interests in certain subjects</i></p>	<p><i>Over sensitive to smells and sounds</i></p> <p><i>Seeks sensory input for touch/taste</i></p>	<p><i>Visual learner</i></p> <p><i>Difficulties with planning</i></p>
Impacts	<p><i>People over – estimate his comprehension</i></p> <p><i>Can look like he is being non-compliant, can get into trouble</i></p>	<p><i>Difficulty making & keeping friendships</i></p> <p><i>Peers confuse her attempts to play</i></p>	<p><i>Difficulty coping when unexpected events arise</i></p> <p><i>Others not interested in their idea of fun</i></p>	<p><i>Avoids certain activities and situations</i></p> <p><i>Mouthes inappropriate objects</i></p>	<p><i>Can't remember instructions when given verbally</i></p> <p><i>In wrong place at wrong time with wrong equipment</i></p>

	Communication	Social Interaction	Rigid & Repetitive Behaviours	Sensory Processing	Learning Style
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Impacts	<i>People over – estimate his comprehension</i> <i>Can look like he is being non-compliant, can get into trouble</i>	<i>Difficulty making & keeping friendships</i> <i>Peers confuse her attempts to play</i>	<i>Difficulty coping when unexpected events arise</i> <i>Others not interested in their idea of fun</i>	<i>Avoids certain activities and situations</i> <i>Mouthes inappropriate objects</i>	<i>Can't remember instructions when given verbally</i> <i>In wrong place at wrong time with wrong equipment</i>
Strategies	<i>Keep language simple</i> <i>Give processing time</i> <i>Support language understanding with visuals</i>	<i>Explicitly teach hidden social rules</i> <i>Provide on the spot reminders</i> <i>Explain to peers how to support their friend</i>	<i>Use interests where possible to motivate or to explain new ideas</i> <i>Try to give warning when changes to day occur.</i>	<i>Provide a break card</i> <i>Display rules about what is okay to put in mouth</i> <i>Schedule sensory breaks</i>	<i>Use checklists and visual reminders</i> <i>Support instructions visually</i> <i>Use reward systems</i>

The Planning Matrix – Characteristics

	Communication	Social Interaction	Rigid & Repetitive Behaviours	Sensory Processing	Learning Style
Characteristics	<i>Often eager to communicate but doesn't have words, using sounds and gestures instead</i>	<i>Sits in the same corner of the sandpit during breaks</i>	<i>loves sorting coloured cards</i>	<i>Runs sand repeatedly through his fingers</i>	<i>Starting manipulate visual cards and match to sample</i>
Impacts					

The Planning Matrix – Impacts

	Communication	Social Interaction	Rigid & Repetitive Behaviours	Sensory Processing	Learning Style
Characteristics	<i>Often eager to communicate but doesn't have words, using sounds and gestures instead</i>	<i>Sits in the same corner of the sandpit during breaks</i>	<i>Loves sorting coloured cards</i> <i>flicking</i>	<i>Runs sand repeatedly through his fingers</i>	<i>Starting to manipulate visual cards and match to sample</i>
Impacts	Limited appropriate interaction peers <i>Frustrated when cannot be understood</i>	Limits interaction with peers Is happy and calm when doing so	Sometimes cannot attend to work tasks Sorting cards excites or calms 'Inappropriate touching'	Other children tease him Calming and allows him to tolerate peers sitting with him	Increasing compliance when tasks adjusted to this format Frustration with verbal instruction

	Communication	Social Interaction	Rigid & Repetitive Behaviours	Sensory Processing	Learning Style
Characteristics	<i>Often eager to communicate but doesn't have words, using sounds and gestures instead</i>	<i>Sits in the same corner of the sandpit during all breaks</i>	<i>Loves sorting coloured cards flicking</i>	<i>Runs sand repeatedly through his fingers</i>	<i>Starting to manipulate visual cards and match to sample</i>
Impacts	<i>Limited interaction with peers</i> <i>Frustration responses when cannot be understood</i>	<i>Limits interaction with peers</i> <i>Is happy & calm when doing so</i>	<i>Sometimes cannot focus on work tasks</i> <i>Sorting cards excites or calms</i> <i>'Inappropriate touching'</i>	<i>May become a target for teasing</i> <i>Calming and allows him to tolerate peers sitting with him</i>	<i>Increasing compliance when tasks adjusted to this format</i> <i>Frustration with verbal only instructions</i>
Strategies	<i>Encourage use choice boards</i> <i>Support all language understanding with visuals</i>	<i>Explain to peers how to support their friend</i> <i>All teachers allow sandpit access</i>	<i>Use card sorting where possible to motivate or to explain new ideas</i> <i>First . . . Then</i> <i>Establish gestural cues to minimise</i>	<i>Explain to peers how to support</i> <i>Introduce more interactive equipment in sandpit</i>	<i>Support all instructions visually</i> <i>Extend match to sample</i>

Advantages

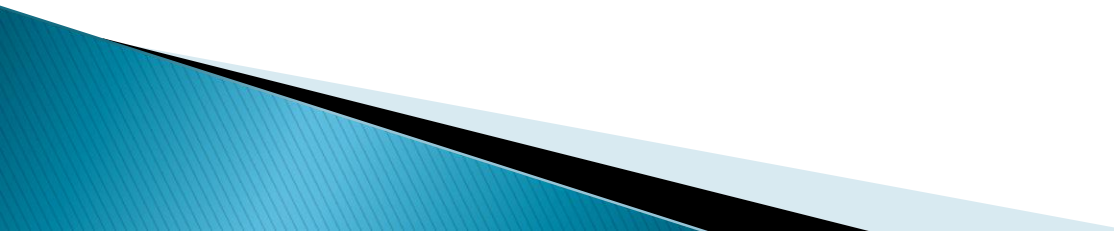
- ▶ adjustments are really an extension of good teaching practice
- ▶ many of the strategies, ideas and suggestions will benefit a range of students with diverse needs
- ▶ may be transferred across of range of educational settings

Increasing student engagement and participation

From the data and knowledge we have gained using the Planning Matrix and profiling instruments, we are now in a position to determine appropriate adjustments within our programs to meet the individual needs of students with an ASD in order to maximise engagement opportunities for participation and learning.

Case study – activity

15 mins

- ▶ Move into groups of 4 or 5.
 - ▶ Select one of the case studies.
 - ▶ Complete a Planning Matrix around the characteristics described in the Case study.
 - ▶ Move through the steps of Characteristics, then impacts and finally strategies.
 - ▶ You should be able to include one point under each heading. Add more if you have time
 - ▶ Select a reporter from the group to give feedback to the rest of the group.
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Case Study 2: Raymond Age 5yrs

- special interests – Pokemon, garbage trucks, playing with cars.
- occasional toileting accidents, avoids bathroom when other children there
- frequently absconds from preschool classroom during group times
- cluttered speech / inappropriate volume.
- Speaks using 2 and 3 word utterances.
- non-compliant behaviour escalates when changing settings
- severe separation anxiety responses but can often calm quickly
- sensory seeking – pokes, pushes & grabs other children, watching fans
- unable to follow 2-step verbal direction
- solitary play, likes playing with cars
- characteristics of hyperlexia
- refuses to participate in fine motor activities
- unpredictable outbursts, may include screaming / rocking / hand flapping
- only eats white food, slow to eat, requires help with opening containers
- appears to dislike glue, fingerpaint, sand but loves water
- is on medication which is required to be taken at school

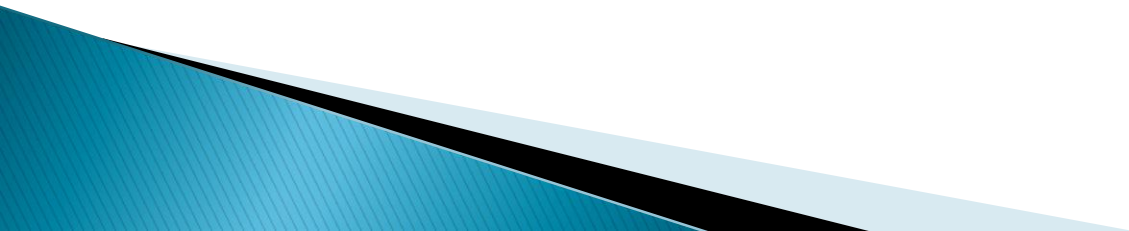
Case Study 3: John Year 6 (transitioning to HS)

- special interests – movies, tall buildings, science, insects and computers. Loves to watch soccer and knows all the rules. Parents are supporting this skill outside school by supporting him with district umpiring in soccer.
- Characteristics of hyperlexia, comprehension does not match oral reading, good computation skills, difficulties with the language of maths.
- Poor organisational skills, writing
- Difficulty on the playground, difficulty understanding changing rules of games. Conflict when he perceives that peers are being unfair.
- Difficulty coping with changes in routine/staff.
- Becomes highly anxious around large groups of people, loud noise.
- Avoids written work. Writing is large with letters poorly formed.
- Difficulty with homework and assignments. Will not complete work at home.

John tends to be a perfectionist and often puts himself down. He has had ongoing teasing in primary school. He becomes highly anxious about this.

Some evidence of pacing and increased self talk when anxious.

Case Study : Select a student from your school



Putting the matrix into Practice

	Communication	Social interaction	Repetitive Behaviours Restricted Interests	Sensory Processing	Information processing/Learning style
Resources	Boardmaker software Computer printer	Carpet square or tape to mark out boundaries Photo book of class members	Finish box + visual to support use Photo toilet story	Safe place in classroom away from others Sensory profile by SC	Magic bus software Train stickers and stamps
Action Required	Preparation of visuals Introduction to student in class Monitor student response	Model, practise and reward use of verbal greetings Introduce carpet square and talk to class about reasons for use Make photo book of class	Make social story SLSO read at school and copy sent home for parent to read Trial use of finish box and report back next team meeting	Teacher to talk to class about bananas Principal to have SC do sensory profile	teacher ,LaST & SLSO to plan together to modify tasks Purchase train stickers and stamps Check library for train books
Community Members/ Multidisciplinary teams	Teacher, SLSO, speech pathologist, parent	CT, SLSO	CT, SLSO, speech pathologist, parent	Class members, teacher, SLSO, School counsellor Principal	Teacher, SLSO, parent

The Website

- ▶ www.positivepartnerships.com.au
 - ▶ Access to all content and materials for the Parent/Carer and Professional Development components.
 - ▶ Upcoming Parent workshop – Burwood 3rd April
 - ▶ Access to additional resources and fact sheets.
 - ▶ Email alerts when new material is on the e-learning platform.
 - ▶ Access to discussion forums to facilitate networks
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